

	Intent for the year	Units	Knowledge	Skills	Duration	Assessment
Year 7	<p>CORE SKILLS</p> <ul style="list-style-type: none"> To develop competence in core skills to excel in a broad range of physical activities Students are physically active for sustained periods of time To engage in competitive sports and activities To implement basic tactics and strategies To understand basic rules and regulations To lead healthy, active lives. To acquire knowledge to be prepared for the next stage of learning Battle post COVID issues – fitness, mental capacity to stay on task, social interactions and weight gain 	<p>Baseline assessment</p> <p>Football</p> <p>Rounders</p> <p>Trampolining</p> <p>Athletics</p> <p>Netball</p> <p>Badminton</p>	<p>Invasion games - core skills, the principles of attack and defence, decision making, rules and tactics.</p> <p>Striking and fielding - sport specific skills, and knowledge of rules, basic tactics and outwitting opponents.</p> <p>Aesthetic performance - core skills required to explore a range of body movements and execute prepared routines. Understanding how to plan, refine and perform a routine with sound knowledge of performance rules.</p> <p>Athletics - sprint, relay, middle distance, long jump, high jump, shot put.</p> <p>Net games - core skills and knowledge of rules, tactics and decision making when performing/ coaching and officiating.</p>	<p>Invasion games - passing, receiving, dribbling, shooting, attack, defence, goal keeping and footwork.</p> <p>Striking and fielding – throwing, catching, bowling, batting, barriers, fielding and running between bases.</p> <p>Aesthetic performance – health and safety, straight bounce, stopping, shapes, seat landings, front landings, back landings, twists in and out of skills and routines.</p> <p>Athletics - sprint, relay, middle distance, hurdles, long jump, high jump, triple jump and shot put.</p> <p>Net games – grip, stance, serves, clears, drop shot, net shot and smash.</p>	<p>1 half term per sport</p> <p>1 double lesson per week</p>	<p>Core task assessment – lesson 1 (repeated in last lesson)</p> <p>Formative assessment per skill learned (assessment matrix)</p> <p>Summative assessment during the last lesson of each sport (core task and competitive situation assessed using the assessment matrix)</p> <p>Half termly homework - theory</p> <p>Data reported (Sept 2023 onwards) = % Per sport (70% practical, 30% theory) % Overall (combination of all sports)</p>
Year 8	<p>ADVANCED SKILLS</p> <ul style="list-style-type: none"> To develop competence in advanced skills to excel in a broad range of physical activities Students are physically active for sustained periods of time To engage in competitive sports and activities To implement a range tactics and strategies To understand advanced rules and regulations To lead healthy, active lives. To acquire knowledge to be prepared for the next stage of learning Battle post COVID issues – fitness, mental capacity to stay on task, social interactions and weight gain 	<p>Football</p> <p>Athletics</p> <p>Netball</p> <p>Badminton</p> <p>Fitness</p> <p>Rounders</p>	<p>Invasion games - advanced skills, the principles of attack and defence, decision making, rules and tactics.</p> <p>Athletics - Sprint, relay, middle distance, long jump, triple jump, high jump, shot put.</p> <p>Net games - advanced skills and knowledge of rules, tactics and decision making when performing/ coaching and officiating.</p> <p>Health related exercise - how to use the gym equipment and the benefits of the machines on different components of fitness/specific muscle groups.</p> <p>Striking and fielding - sport specific technical skills, and knowledge of rules, advanced tactics and outwitting opponents.</p>	<p>Invasion games - passing, receiving, dribbling, shooting, attack, defence, goal keeping, and footwork.</p> <p>Athletics - Sprint, relay, middle distance, hurdles, long jump, high jump, triple jump and shot put.</p> <p>Net games – grip, stance, serves, clears, drop shot, net shot and smash.</p> <p>Health related exercise – health and safety, fitness testing, methods of training and components of fitness.</p> <p>Striking and fielding – throwing, catching, bowling, batting, barriers, fielding and running between bases.</p>	<p>1 half term per sport</p> <p>1 single lesson per week</p>	<p>Core task assessment – lesson 1 (repeated in last lesson)</p> <p>Formative assessment per skill learned (assessment matrix)</p> <p>Summative assessment during the last lesson of each sport (core task and competitive situation assessed using the assessment matrix)</p> <p>Half termly homework - theory</p> <p>Data reported (Sept 2023 onwards) = % Per sport (70% practical, 30% theory) % Overall (combination of all sports)</p>

Year 9	<p>DECISION MAKING AND TACTICAL AWARENESS</p> <ul style="list-style-type: none"> To develop competence in a range of skills (as a participant and official) to excel in a broad range of physical activities Students are physically active for sustained periods of time To engage in and help lead competitive sports and activities To understand and implement a wide range tactics and strategies To understand and apply advanced rules and regulations To understand and apply advanced rules and regulations To lead healthy, active lives To acquire knowledge to be prepared for the next stage of learning Battle post COVID issues – fitness, mental capacity to stay on task, social interactions and weight gain 	<p>Football</p> <p>Basketball</p> <p>Badminton</p> <p>Fitness</p> <p>Handball</p> <p>Rounders</p>	<p>Invasion games - advanced skills, the principles of attack and defence, effective decision making, technical rules and advanced tactics.</p> <p>Net games - advanced skills and knowledge of technical rules, advanced tactics and effective decision making when performing/ coaching and officiating.</p> <p>Health related exercise – how to use the gym equipment and the benefits of the machines for different methods of training on different components of fitness/ specific muscle groups.</p> <p>Striking and fielding - specific technical and tactical skills, and knowledge of rules, advanced tactics and outwitting opponents.</p>	<p>Invasion games – passing, receiving, dribbling, shooting, attack, defence, goal keeping, footwork, decision making, tactics and rules.</p> <p>Net games - grip, stance, serves, clears, drop shot, net shot, smash, tactics and decision making.</p> <p>Health related exercise – health and safety, fitness testing, methods of training and components of fitness.</p> <p>Striking and fielding – throwing, catching, bowling, batting, barriers, fielding and running between bases.</p>	<p>1 half term per sport</p> <p>1 single lesson per week</p>	<p>Core task assessment – lesson 1 (repeated in last lesson)</p> <p>Formative assessment per skill learned (assessment matrix)</p> <p>Summative assessment during the last lesson of each sport (core task and competitive situation assessed using the assessment matrix)</p> <p>Half termly homework - theory</p> <p>Data reported (Sept 2023 onwards) = % Per sport (70% practical, 30% theory) % Overall (combination of all sports)</p>
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Year 10 & 11	CORE PE	Invasion games	Invasion games – knowledge and application of a variety of skills, the principles of attack and defence, decision making, rules and tactics when performing/ coaching and officiating.	Invasion games - passing, receiving, dribbling, shooting, attack, defence, goal keeping, footwork, decision making, rules and tactics when performing/ coaching and officiating.	1 half term per sport	Data reported = attitude towards learning (effort, kit, behaviour)
	<ul style="list-style-type: none"> To prepare pupils for the next stage and promote lifelong physical activity Students are physically active for sustained periods of time Lead healthy, active lives Knowledge and understand of rules/ regulations Students to develop competence to excel in a broad range of physical activities Engage in competitive sports and activities To develop the whole child, build character and contribute to physical and mental wellbeing (opportunities for students to take on different roles within the lesson) Battle post COVID issues – fitness, mental capacity to stay on task, social interactions and weight gain To build on and develop the skills that have been learned at KS3 To create deep learners through creativity, curiosity, resilience and learning relationships Pupils to understand the purpose of the lesson and to learn something every PE lesson 	Trampolining			1 double lesson per week	
	Fitness	Aesthetic performance – skills required to explore a range of body movements and execute prepared routines.	Aesthetic performance – health and safety, straight bounce, stopping, shapes, seat landings, front landings, back landings, twists in and out of skills and routines			
	Cricket	Understanding of how to create, refine and perform a routine with sound knowledge of performance rules.				
	Badminton	Health related exercise – how to use the gym equipment and the benefits of the machines on different components of fitness/ specific muscle groups. Learn how to design their own training programme for individual goals.	Health related exercise – health and safety, fitness testing, methods of training, components of fitness and how to design their own training programme for individual goals.			
	Rounders	Striking and fielding – application of a variety of skills, the principles of attack and defence, decision making, rules and tactics when performing/ coaching and officiating.	Striking and fielding – throwing, catching, bowling, batting, barriers, fielding and running between bases/ wickets when performing/ coaching and officiating.			
		Net games - application of a variety of skills, the principles of attack and defence, decision making, rules and tactics when performing/ coaching and officiating.	Net games - grip, stance, serves, clears, drop shot, net shot, smash, tactics and decision making when performing/ coaching and officiating.			

KS2 LINKS

Our PE curriculum allows students to build on the range of skills taught at KS2, increase awareness of how to use the skills in different ways and how to link them to make actions and sequences of movement. They will enhance their communication skills through collaborating and competing with each other. They will improve their understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will build on from the KS2 curriculum where they were taught to:

- Use running, jumping, throwing and catching in isolation and in combination (Y7 and 8 athletics, Y8-11 fitness)
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending (Y7-11 invasion games, striking and fielding and net games)
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (Y7 and 8 athletics, Y7, 10 & 11 trampolining)
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best (across all activities in all year groups eg Y7 and 8 athletics results, Y10 & 11 trampolining routine scores, in Y8-11 fitness testing results)